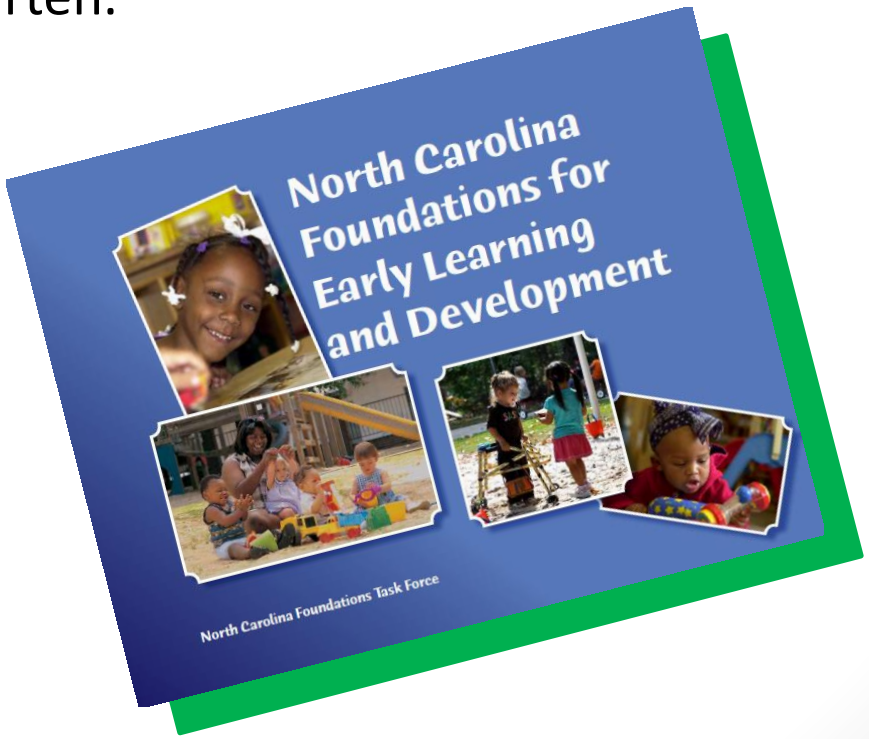
Advanced Online Course on Emotional and Social Development & Family Engagement

Contributors

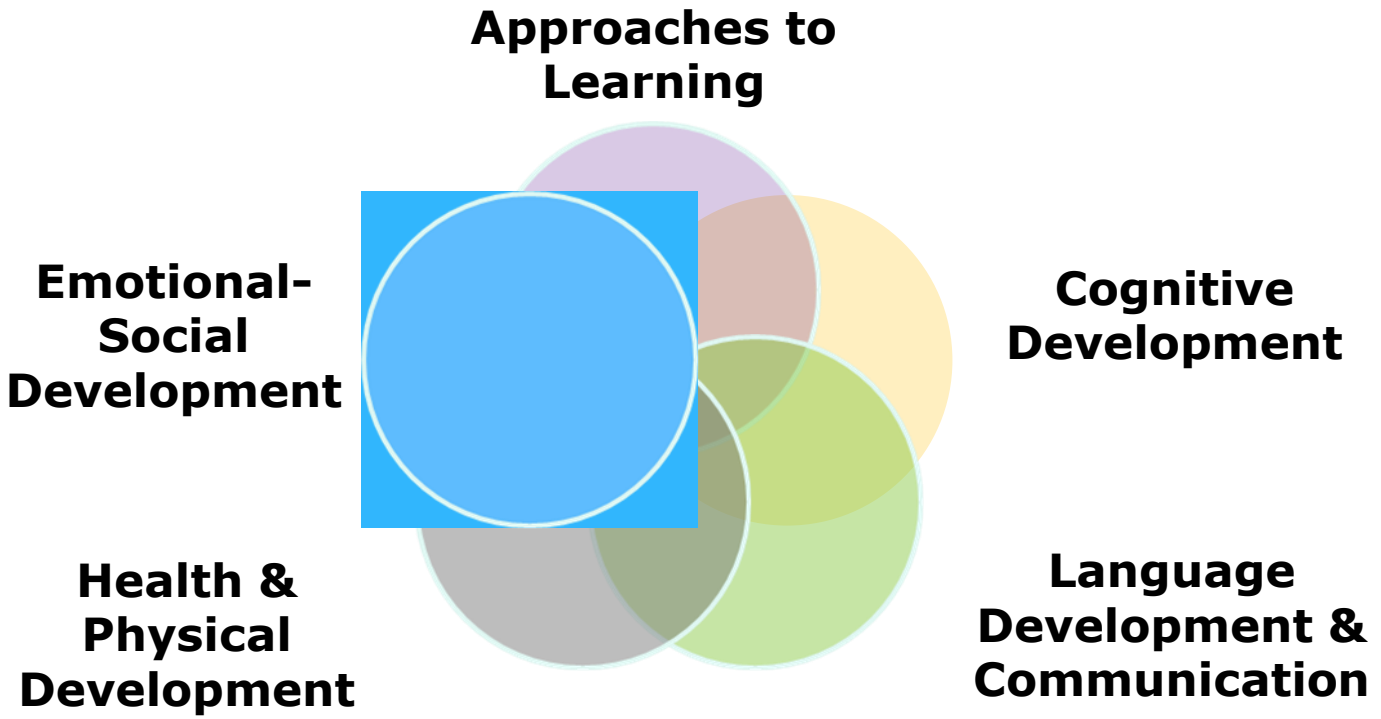
- The North Carolina Early Learning Network
- The NC Department of Public Instruction
- The Division of Child Development and Early Education
- Head Start
- The NC Infant and Young Child Mental Health Association
- Higher Education

Background

The *North Carolina Foundations for Early Learning and Development* comprise a common set of Goals and Developmental Indicators for children beginning at birth, and set forth a shared vision for what children should learn and know before they enter kindergarten.



Starting with Emotional-Social



Instructional practices for positive relationships (example)

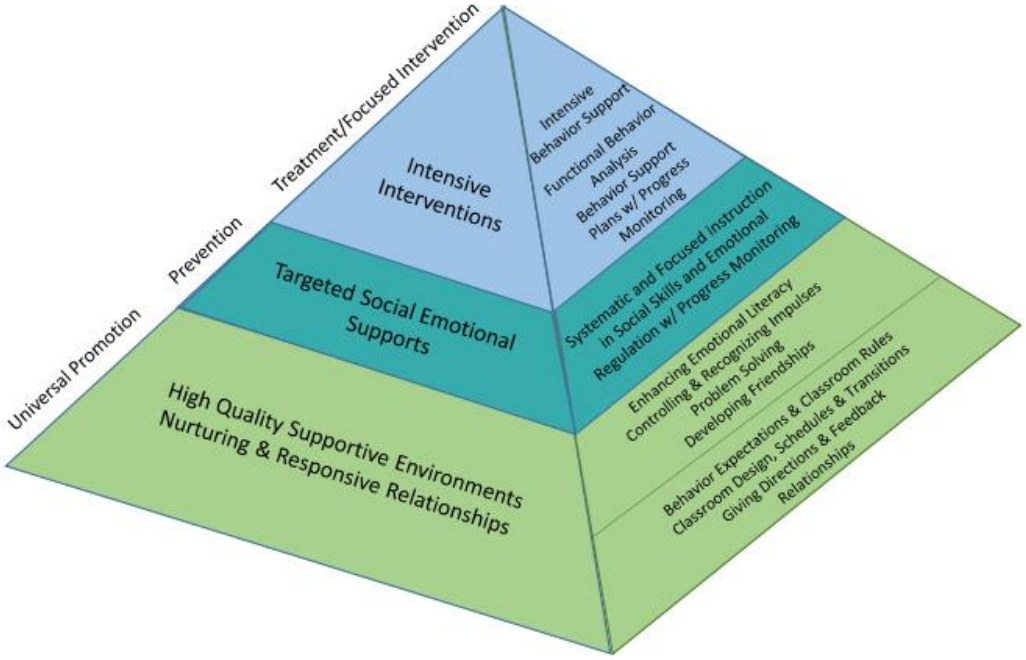
- Call children by name
- Converse with children
- Join children's play
- Use a positive, calm, and supportive tone
- Ask children open-ended questions
- Use alternative strategies when communicating with children who are non-verbal, language delayed, or dual language learners (DLL)
- Engage in two-way communication with families
- Communicate openly and supportively with other staff members

A visual picture schedule

Recognizing feelings

The online course and the 'Pyramid'

- Tier I -- universal practices that are needed to support ALL children and promote children's
- Tier II -- instructional practices designed to prevent problem behaviors for SOME children who need extra supp

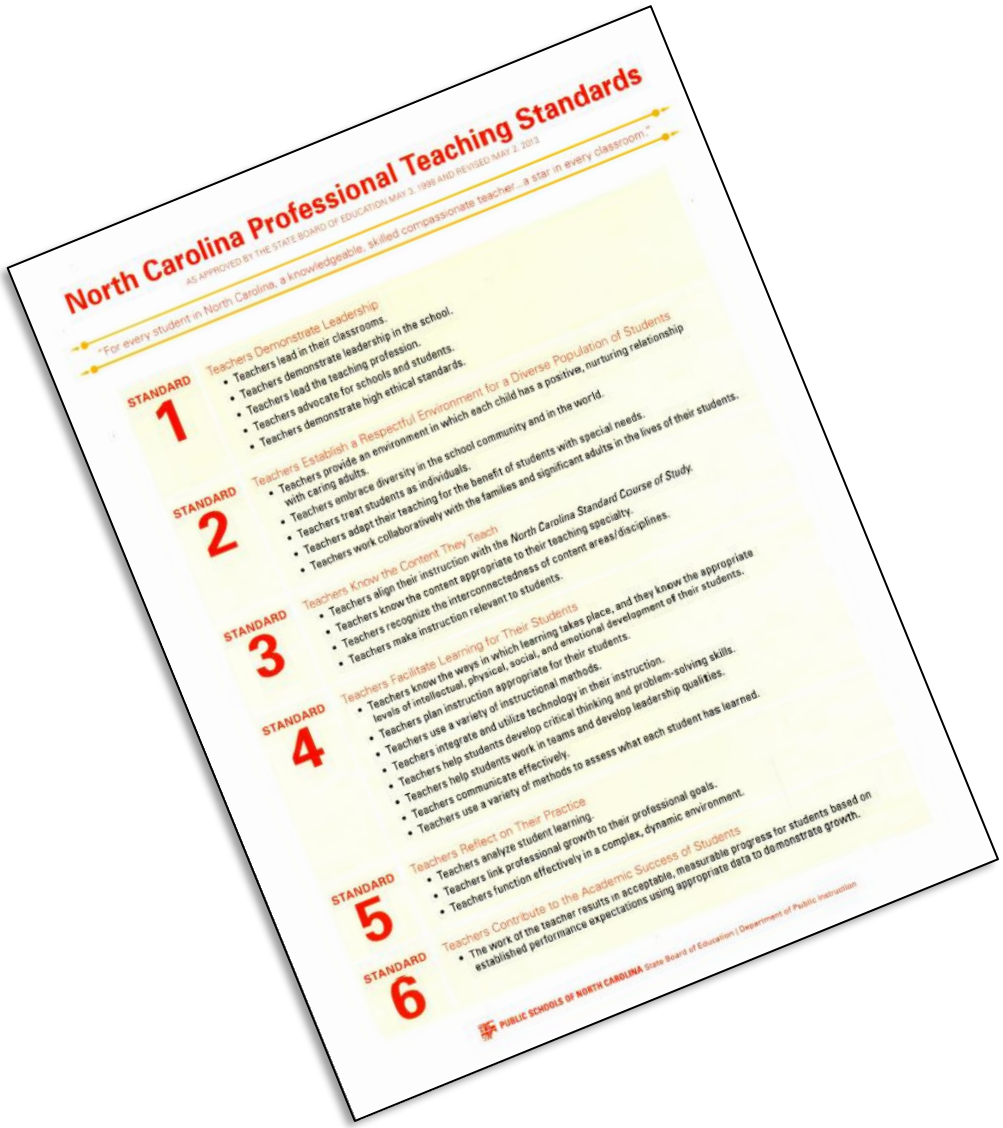


Eleven PD modules

- Module 1: Foundations Overview
- Module 2: Formative Assessment
- Module 3: Promoting Positive Relationships
- Module 4: Classroom Design
- Module 5: Behavior Expectations and Rules
- Module 6: Schedules and Routines
- Module 7: Directions and Feedback
- Module 8: Promoting Emotional Literacy and Empathy
- Module 9: Recognizing and Controlling Anger and Impulses
- Module 10: Problem Solving
- Module 11: Developing Friendships

Mapped to Foundations

Linked with Teaching Standards



North Carolina Professional Teaching Standards

AS APPROVED BY THE STATE BOARD OF EDUCATION MAY 3, 1998 AND REVISED MAY 2, 2013

"For every student in North Carolina, a knowledgeable, skilled compassionate teacher...a star in every classroom."

STANDARD 1 Teachers Demonstrate Leadership

- Teachers lead in their classrooms.
- Teachers demonstrate leadership in the school.
- Teachers lead the teaching profession.
- Teachers advocate for schools and students.
- Teachers demonstrate high ethical standards.

STANDARD 2 Teachers Establish a Respectful Environment for a Diverse Population of Students

- Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- Teachers embrace diversity in the school community and in the world.
- Teachers treat students as individuals.
- Teachers adapt their teaching for the benefit of students with special needs.
- Teachers work collaboratively with the families and significant adults in the lives of their students.

STANDARD 3 Teachers Know the Content They Teach

- Teachers align their instruction with the *North Carolina Standard Course of Study*.
- Teachers know the content appropriate to their teaching specialty.
- Teachers recognize the interconnectedness of content areas/disciplines.
- Teachers make instruction relevant to students.

STANDARD 4 Teachers Facilitate Learning for Their Students

- Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- Teachers plan instruction appropriate for their students.
- Teachers use a variety of instructional methods.
- Teachers integrate and utilize technology in their instruction.
- Teachers help students develop critical thinking and problem-solving skills.
- Teachers help students work in teams and develop leadership qualities.
- Teachers communicate effectively.
- Teachers use a variety of methods to assess what each student has learned.

STANDARD 5 Teachers Reflect on Their Practice

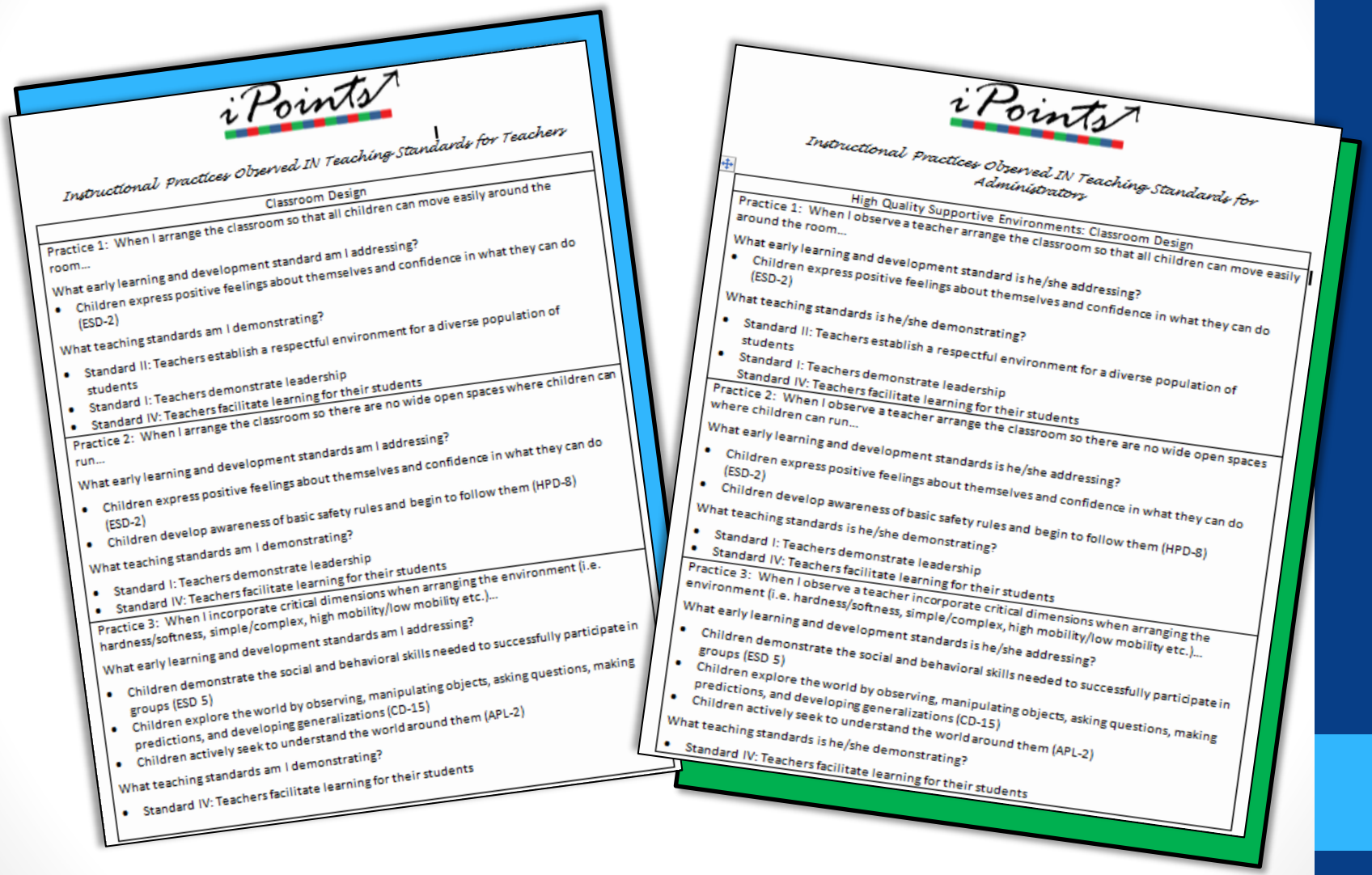
- Teachers analyze student learning.
- Teachers link professional growth to their professional goals.
- Teachers function effectively in a complex, dynamic environment.

STANDARD 6 Teachers Contribute to the Academic Success of Students

- The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

iPoints



iPoints

Instructional Practices Observed IN Teaching Standards for Teachers

Classroom Design

Practice 1: When I arrange the classroom so that all children can move easily around the room…

What early learning and development standard am I addressing?

- Children express positive feelings about themselves and confidence in what they can do (ESD-2)

What teaching standards am I demonstrating?

- Standard II: Teachers establish a respectful environment for a diverse population of students
- Standard I: Teachers demonstrate leadership
- Standard IV: Teachers facilitate learning for their students

Practice 2: When I arrange the classroom so there are no wide open spaces where children can run…

What early learning and development standards am I addressing?

- Children express positive feelings about themselves and confidence in what they can do (ESD-2)
- Children develop awareness of basic safety rules and begin to follow them (HPD-8)

What teaching standards am I demonstrating?

- Standard I: Teachers demonstrate leadership
- Standard IV: Teachers facilitate learning for their students

Practice 3: When I incorporate critical dimensions when arranging the environment (i.e. hardness/softness, simple/complex, high mobility/low mobility etc.)…

What early learning and development standards am I addressing?

- Children demonstrate the social and behavioral skills needed to successfully participate in groups (ESD 5)
- Children explore the world by observing, manipulating objects, asking questions, making predictions, and developing generalizations (CD-15)
- Children actively seek to understand the world around them (APL-2)

What teaching standards am I demonstrating?

- Standard IV: Teachers facilitate learning for their students

iPoints

Instructional Practices Observed IN Teaching Standards for Administrators

High Quality Supportive Environments: Classroom Design

Practice 1: When I observe a teacher arrange the classroom so that all children can move easily around the room…

What early learning and development standard is he/she addressing?

- Children express positive feelings about themselves and confidence in what they can do (ESD-2)

What teaching standards is he/she demonstrating?

- Standard II: Teachers establish a respectful environment for a diverse population of students
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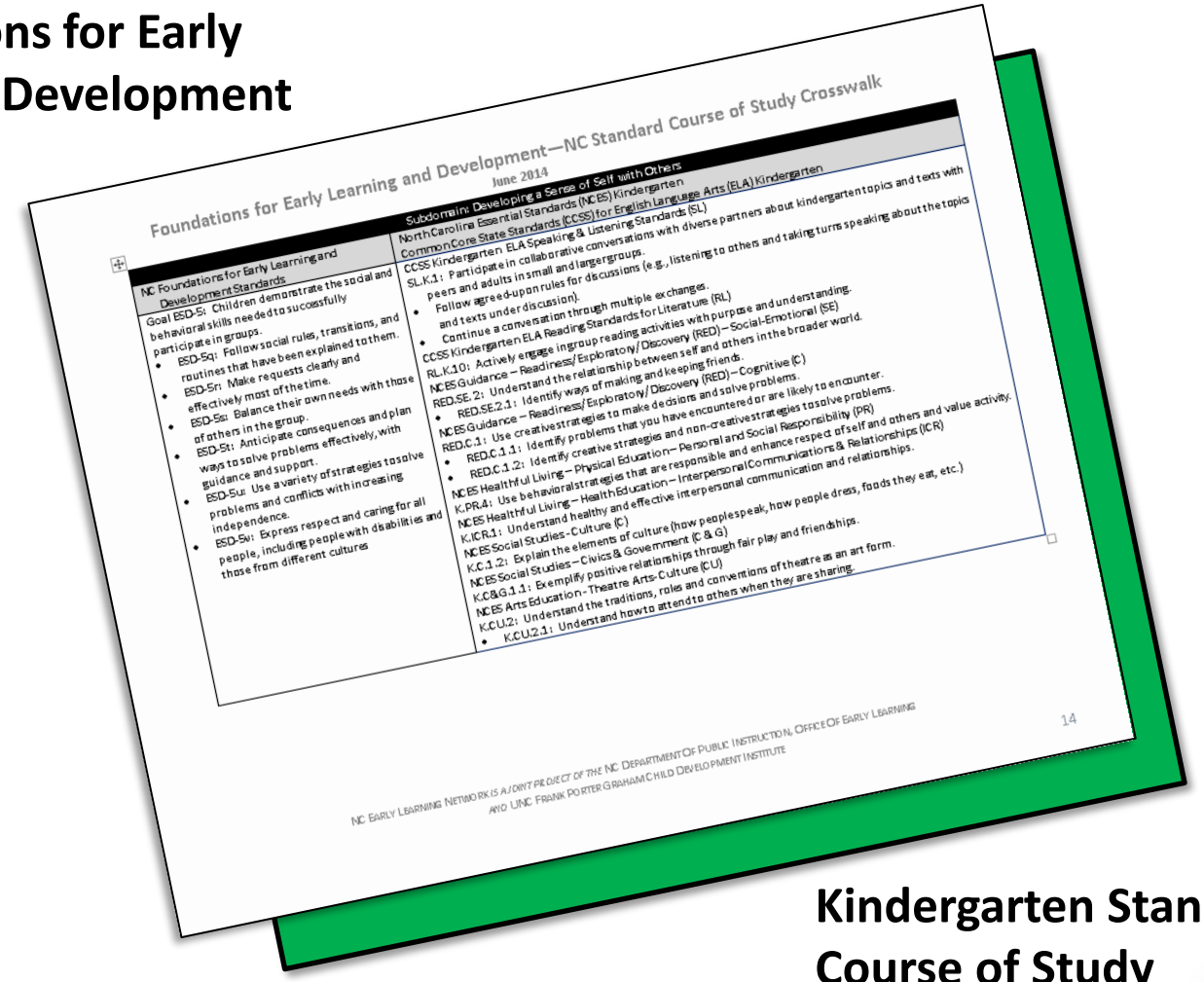
Alignment

NC Foundations for Early Learning and Development



Foundations for Early Learning and Development—NC Standard Course of Study Crosswalk

June 2014

NC Foundations for Early Learning and Development Standards	Subdomain: Developing a Sense of Self with Others North Carolina Essential Standards (NCES) Kindergarten Common Core State Standards (CCSS) for English Language Arts (ELA) Kindergarten
Goal BSD-S: Children demonstrate the social and behavioral skills needed to successfully participate in groups. • BSD-Sq: Follow social rules, transitions, and routines that have been explained to them. • BSD-Sr: Make requests clearly and effectively most of the time. • BSD-Ss: Balance their own needs with those of others in the group. • BSD-St: Anticipate consequences and plan ways to solve problems effectively, with guidance and support. • BSD-Su: Use a variety of strategies to solve problems and conflicts with increasing independence. • BSD-Sv: Express respect and caring for all people, including people with disabilities and those from different cultures	CCSS Kindergarten ELA Speaking & Listening Standards (SL) SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges. CCSS Kindergarten ELA Reading Standards for Literature (RL) RL.K.10: Actively engage in group reading activities with purpose and understanding. NCES Guidance – Readiness/Exploratory/Discovery (RED) – Social-Emotional (SE) RED.SE.2: Understand the relationship between self and others in the broader world. • RED.SE.2.1: Identify ways of making and keeping friends. NCES Guidance – Readiness/Exploratory/Discovery (RED) – Cognitive (C) RED.C.1: Use creative strategies to make decisions and solve problems. • RED.C.1.1: Identify problems that you have encountered or are likely to encounter. • RED.C.1.2: Identify creative strategies and non-creative strategies to solve problems. NCES Healthful Living – Physical Education – Personal and Social Responsibility (PR) K.PR.4: Use behavioral strategies that are responsible and enhance respect of self and others and value activity. NCES Healthful Living – Health Education – Interpersonal Communications & Relationships (ICR) K.ICR.1: Understand healthy and effective interpersonal communication and relationships. NCES Social Studies-Culture (C) K.C.1.2: Explain the elements of culture (how people speak, how people dress, foods they eat, etc.) NCES Social Studies – Civics & Government (C & G) K.C&G.1.1: Exemplify positive relationships through fair play and friendships. NCES Arts Education - Theatre Arts-Culture (CU) K.CU.2: Understand the traditions, roles and conventions of theatre as an art form. • K.CU.2.1: Understand how to attend to others when they are sharing.

NC Early Learning Network is a joint project of the NC Department of Public Instruction, Office of Early Learning and UNC Frank Porter Graham Child Development Institute

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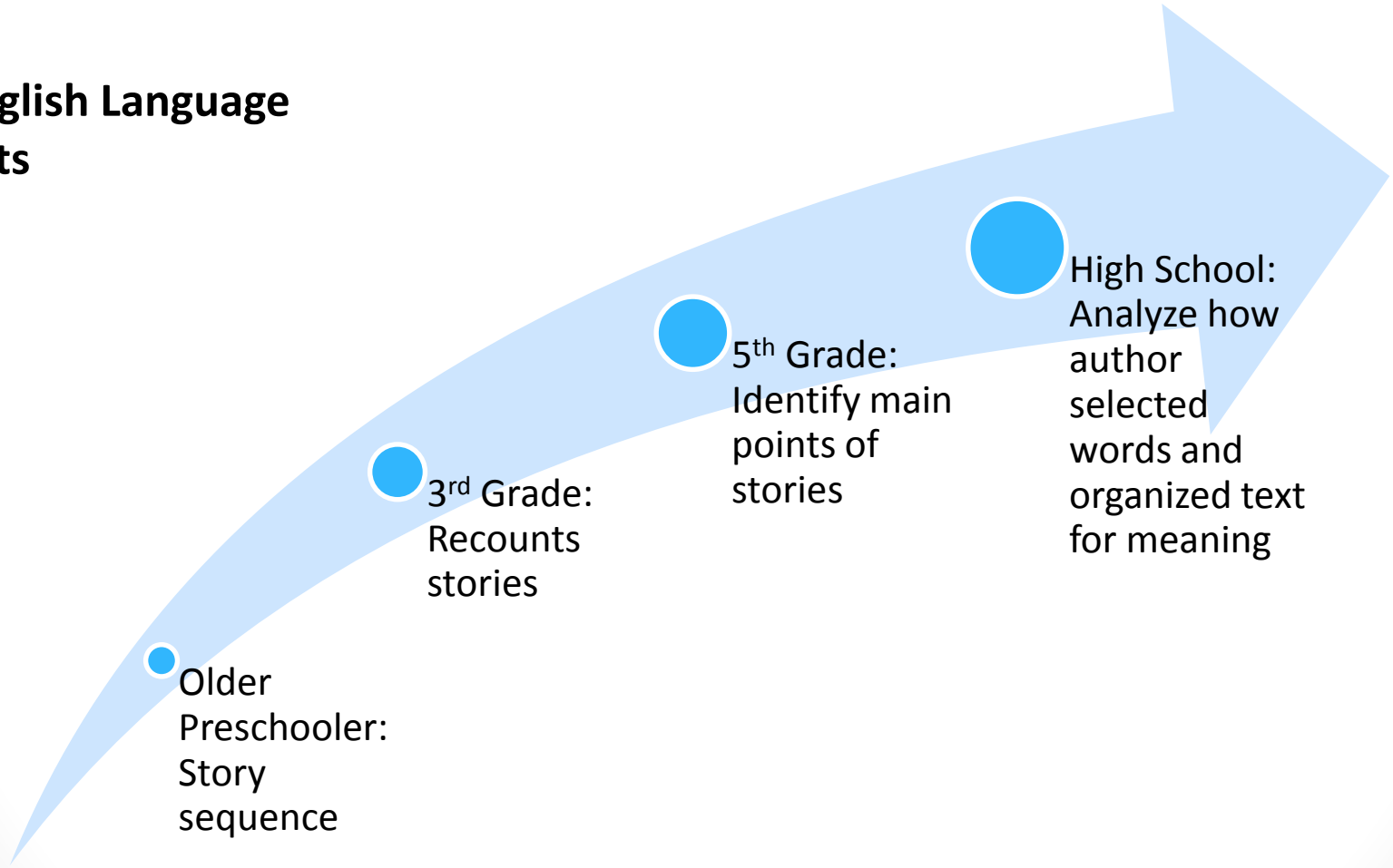
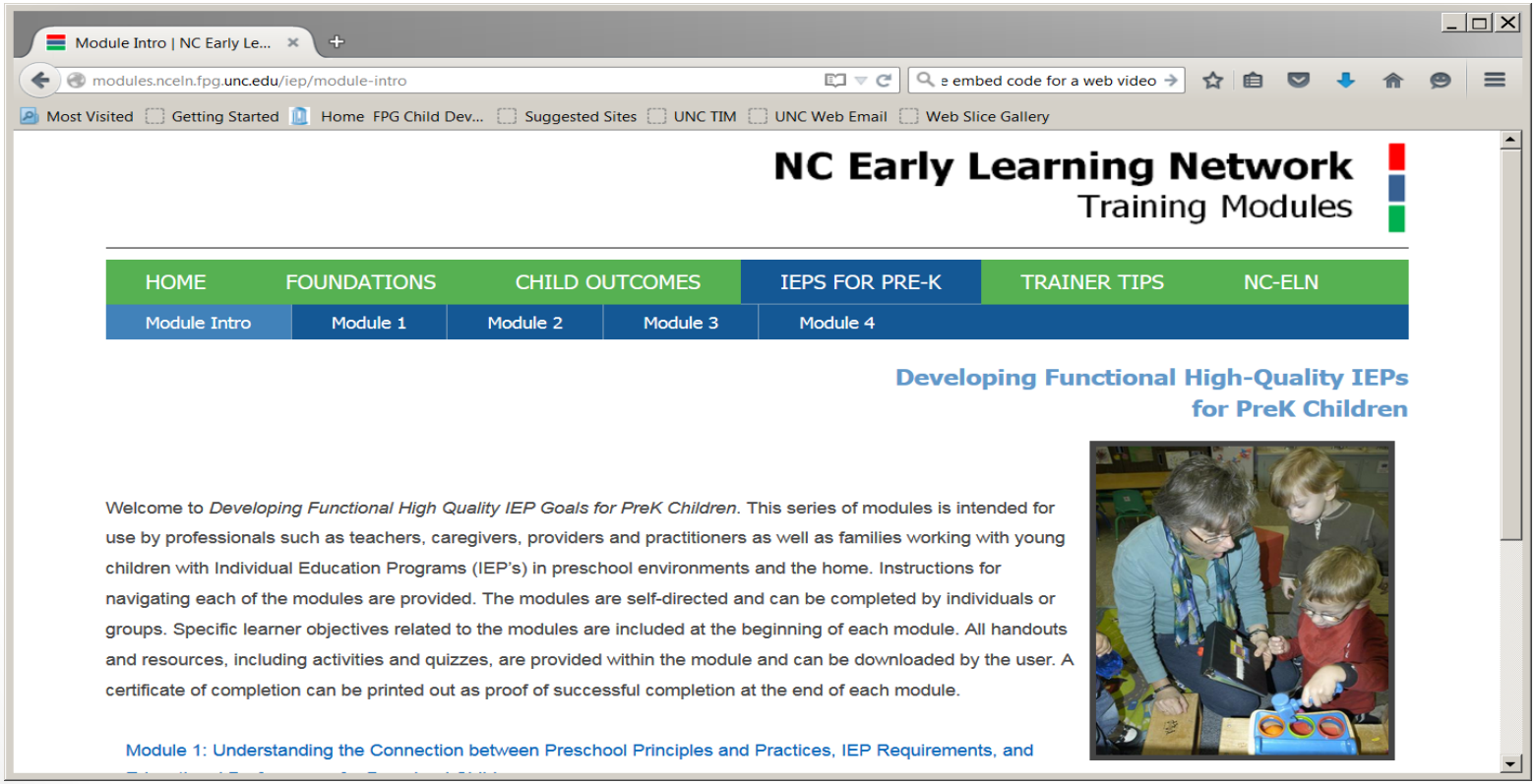
Kindergarten Standard Course of Study

Relationship between Foundations and NC Standard Course of Study

English Language Arts



The problem…


Module Intro | NC Early Le...
modules.nceln.fpg.unc.edu/iep/module-intro
Most Visited
Getting Started
Home FPG Child Dev...
Suggested Sites
UNC TIM
UNC Web Email
Web Slice Gallery
NC Early Learning Network
Training Modules
HOME
FOUNDATIONS
CHILD OUTCOMES
IEPS FOR PRE-K
TRAINER TIPS
NC-ELN
Module Intro
Module 1
Module 2
Module 3
Module 4
Developing Functional High-Quality IEPs for PreK Children
Welcome to Developing Functional High Quality IEP Goals for PreK Children. This series of modules is intended for use by professionals such as teachers, caregivers, providers and practitioners as well as families working with young children with Individual Education Programs (IEP's) in preschool environments and the home. Instructions for navigating each of the modules are provided. The modules are self-directed and can be completed by individuals or groups. Specific learner objectives related to the modules are included at the beginning of each module. All handouts and resources, including activities and quizzes, are provided within the module and can be downloaded by the user. A certificate of completion can be printed out as proof of successful completion at the end of each module.
Module 1: Understanding the Connection between Preschool Principles and Practices, IEP Requirements, and

The solution…

"**Face-to-face**" **train-the-trainer modules** with emphasis on emotional-social development

"**Online**" modules with emphasis on emotional-social development for the **child care and early education community**

Work Groups

- Advisory Council
- Family Engagement
- Teacher Licensure
- PD/Implementation
- Early Childhood Mental Health

What we asked them to do

‘We need stakeholder expertise and input to adapt the modules to the online format.

- **Content**
- **Function**

We want the Advanced Online Course in Foundations to meet the needs of the people who will use it.’

Tasks

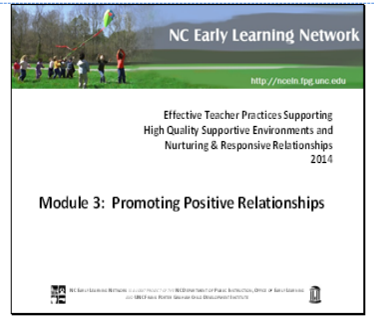
- Review content
  - Absent
  - Erroneous
  - Extraneous
  - Pre- and Post-learning activities to nest around content
  - Unclear
- Review function
  - Audio and video quality
  - Do the links work?
  - Do the right attachments appear?
- Feedback
  - Edit documents directly
  - Send additional materials

The review process

- **1st round**:
  - NC Early Learning Network prepares and sends modules
  - Workgroup members review/react/revise/respond
  - 3 weeks elapse – comments due back to ELN and next set of modules prepared and sent
- **2nd round**:
  - Edits from 1st round of all 4 workgroups incorporated in Modules Reviews of 2nd round completed
- **Final meeting to review and make final suggestions**
- **Final production**

Sample of document to review

Module 3 ROUND 1 Script-pwpt alignment.docx - Microsoft Word

Slide 1		Welcome to today's session on promoting positive relationships. Take just a few seconds and recall a relationship in your life that has been positive. What makes a relationship positive? What were the characteristics of the relationship that made it positive? Write down your responses on a sheet of paper. (Participants will need to pause the online module when working on this) Now think about a relationship that was not positive for you. What were the characteristics of the relationship that kept it from being positive? Write down your responses on a sheet of paper. (Participants will need to pause the online module when working on this) What is the difference in the two lists? Let's take the opportunity to look at how important positive relationships (adult to child, child to child, and adult to adult) are to the development of our youngest learners. Let's discover how we can achieve nurturing and responsive relationships for all parties within the child care and early education environment. (NOTE: We will need to come up with consistent language – child care and early education environment?)
Slide 2		'The most important dimension of the environment that influences how children develop competencies is the quality of the relationships that they have with important people in their lives.' This is a quote from Dr. Jack Shonkoff who wrote *From Neurons to Neighborhoods: The Science of Early Childhood Development* in 2000 and who continues to study how children's brains

Where we are in the process

- The first seven modules are converted!
- Stakeholder meeting to be held this Friday with workgroup members and additional invitees
- We got additional funding to develop Early Childhood Mental Health modules!

What we are learning

- Need support materials to help various programs use the modules
- PD to improve social skills and reduce challenging behaviors can be a protective factor for
  - Reducing suspension and expulsion from early childhood programs and
  - Preventing dropout

Exciting things are happening!

- Cross-sector participation in professional development activities
- Hearing voices we may not have heard without this funding!
- The mental health connection
- Policy implications

Let's take a look at a draft module!

Module 3-Positive Relationships: http://unc-fpg-cdi.adobeconnect.com/m3cw/